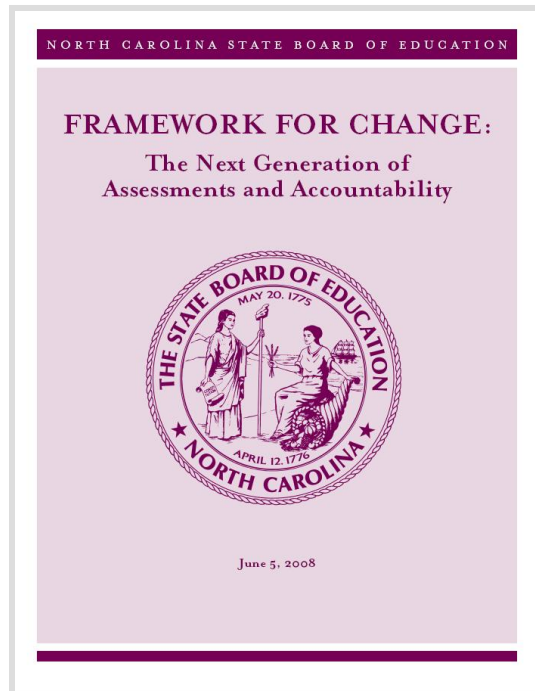


# Next Generation Accountability Model

Michael Martin and Tammy Howard





7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*

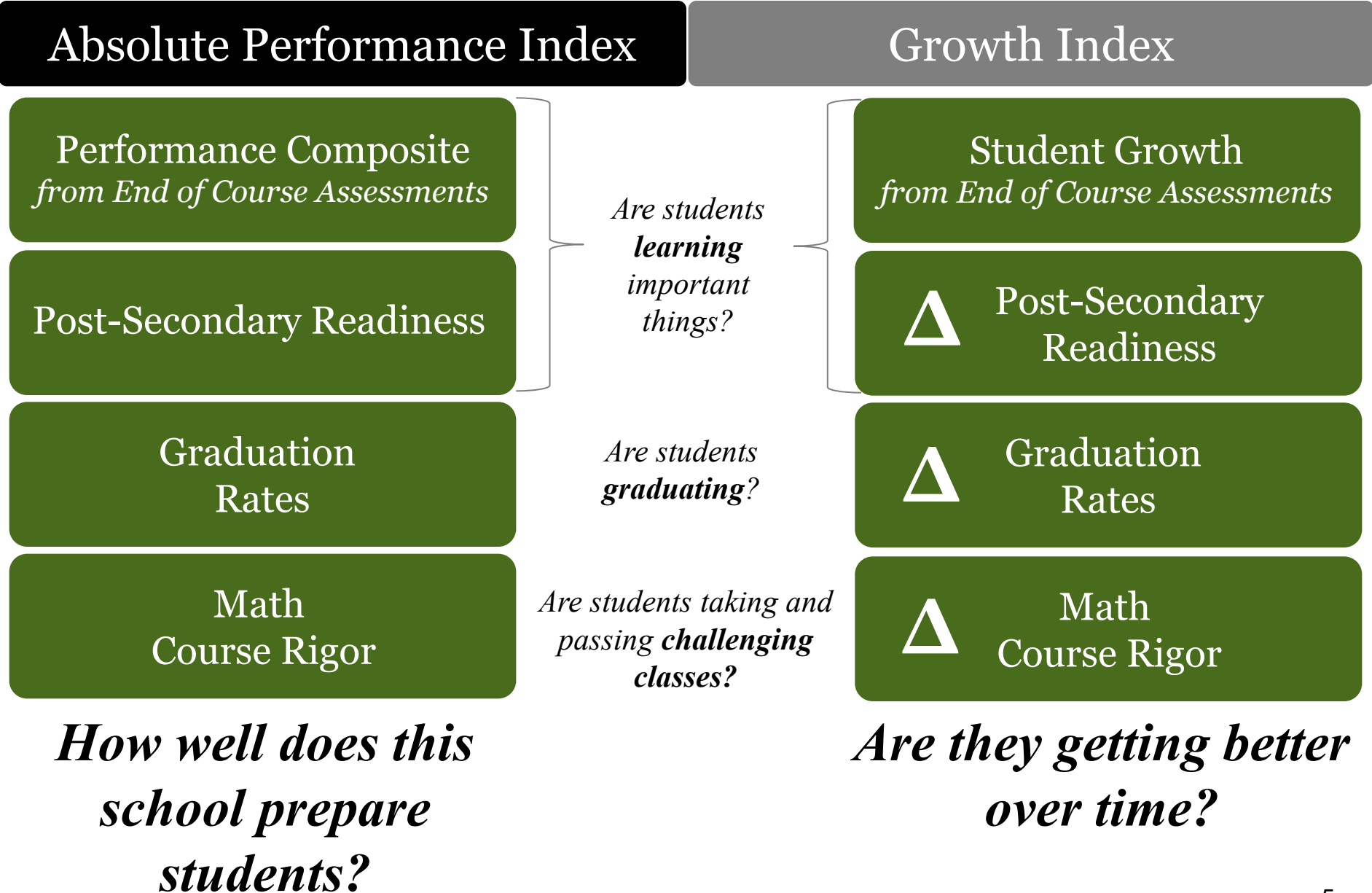
Goal: Institute an accountability model that...

- **improves student outcomes**
- **increases graduation rates**
- **closes achievement gaps**

**Indicators**

**Uses**

**Levels**



## Absolute Performance Index

Performance Composite  
*from End of Course Assessments*

*How well does this  
school prepare  
students?*

*Are students  
learning  
important  
things?*

## Growth Index

Student Growth  
*from End of Course Assessments*

*Are they getting better  
over time?*

# Proposed **Uses** *(of indicators)*

Report

Reward and  
Sanction

Target Assistance

# Levels at which indicators might be used

Student

Classroom

School

LEA

State



## Absolute Performance Index

Performance Composite  
*from End of Course Assessments*

W%

W%

Post-Secondary Readiness  
*ACT (or SAT)*

X%

X%

Graduation  
Rates

y%

y%

Math  
Course Rigor

Z%

Z%

## Growth Index

Student Growth  
*from End of Course Assessments*



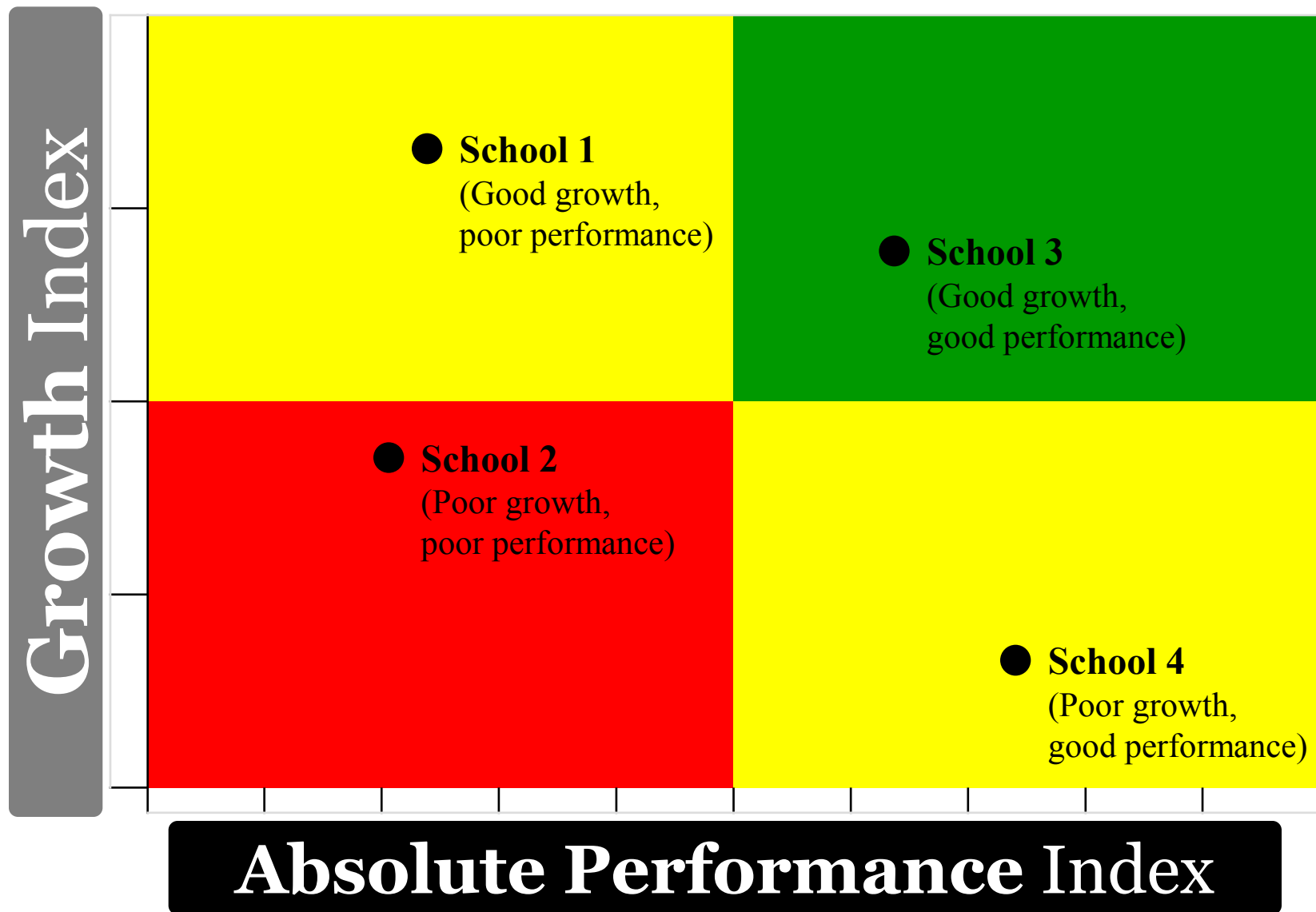
Post-Secondary  
Readiness



Graduation  
Rates



Math  
Course Rigor



# Recommended Weights in High School

## Performance Composite

% of students scoring proficient on new Algebra I, English II and Biology defined by new SCOS

30%

## ACT Readiness Benchmarks Achieved

% of students scoring at a college and career ready level on the four ACT components

30%

## Graduation Rate

% of students in cohort graduating from high school within 5 years

30%

## Math Course Rigor

Graduates who took and passed Algebra II or Integrated Math III

10%

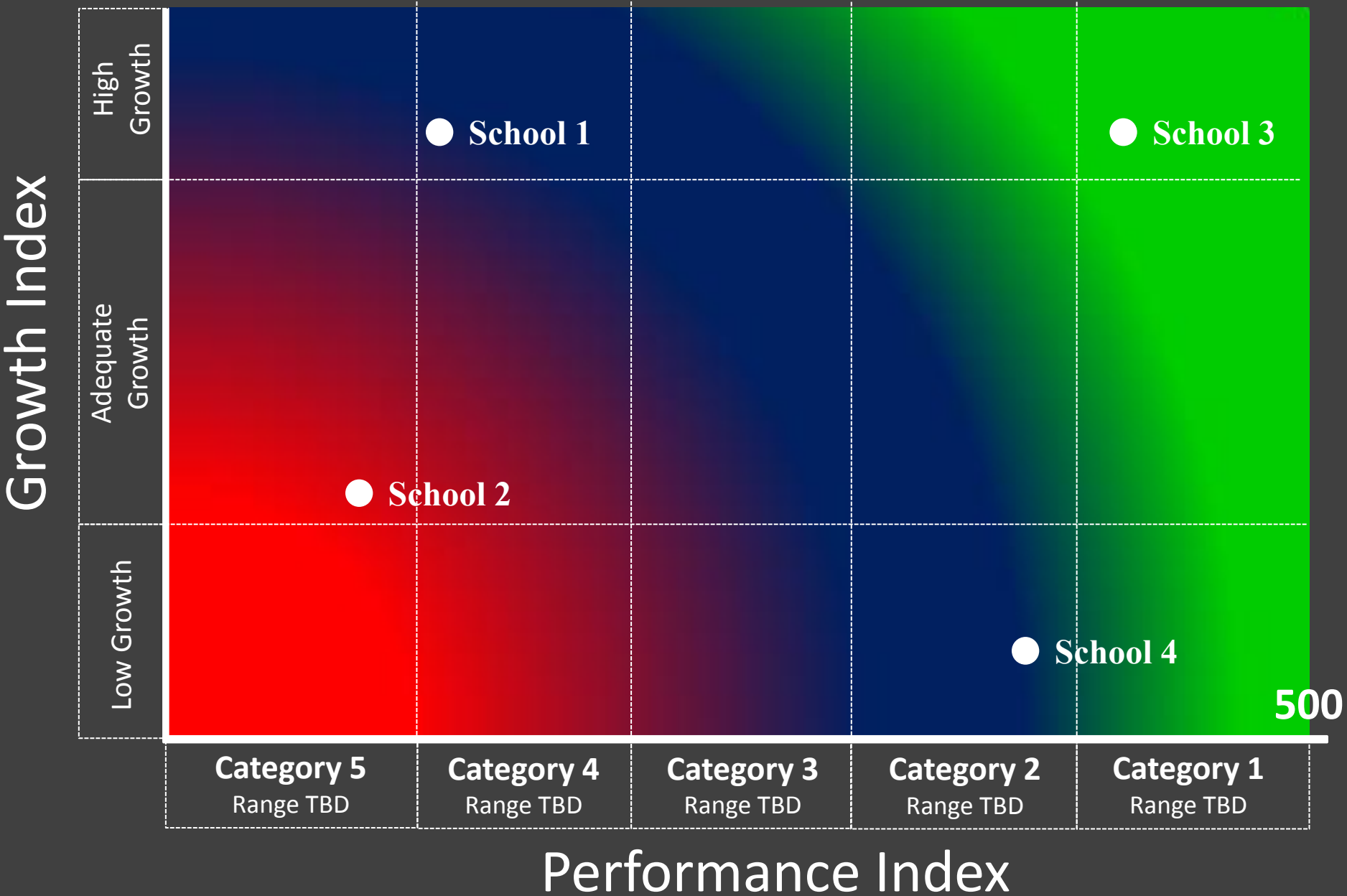
# Sample Calculation

## Absolute Performance Index

### Sample Calculation for High School A

Performance Composite	76.2%	.762	x 150	= 114.3	points
ACT Readiness Benchmarks Achieved	43.2%	.432	x 150	= 64.8	points
Graduation Rate	79.1%	.791	x 150	= 118.7	points
Graduates who took and passed Alg II/Int III	64.0%	.640	x 50	= 32.0	points
					<hr/>
					330 out of 500 Performance Index

# Reporting: Reporting Grid Expanded



# Our Opportunity

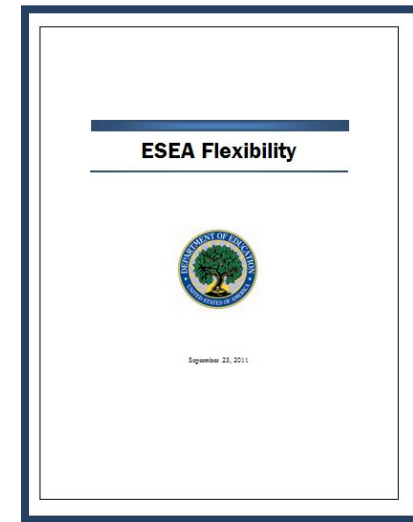
## New State Model for 2012-13

Absolute Performance Index		Growth Index
Performance Composite <i>from End of Course Assessments</i>	Are students <i>learning</i> important things?	Student Growth <i>from End of Course Assessments</i>
Post-Secondary Readiness		Δ Post-Secondary Readiness
Graduation Rates	Are students <i>graduating</i> ?	Δ Graduation Rates
Math Course Rigor	Are students taking and passing <i>challenging</i> classes?	Δ Math Course Rigor

Embed the  
requirements of

## ESEA Flexibility

September 23, 2011



*One Coherent Model*

# Uses

Report

Reward and  
Sanction

Target  
Assistance

## How will this be better than NCLB?

- Consequences should align to the indicators
- Resources must remain focused on helping the schools and subgroups with the lowest achievement
- First interventions should be non-judgemental
- Reward excellence in performance and growth
- Include a diagnostic review to understand root causes
- Be transparent with data and clear in reporting



## Overview of ESEA Waiver Request Language and Requirements



What the waiver requires of states:

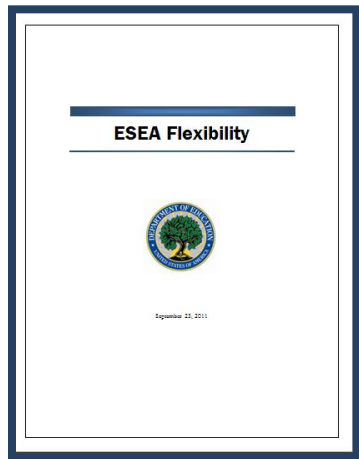
1. College-and-Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

# Important Things to Know

- Waiver will not remove accountability; the goal is to improve how accountability is done
- States lead in the design
- Some of the requirements are specific and waivers are contingent upon four major principles
- Release from some of the requirements of NCLB may happen as early as this year
- Schools will continue to have AYP designations although
  - 1) The state can set new annual measurable objectives and
  - 2) AYP status does not have to trigger sanctions

# Overview of ESEA Flexibility

## Important Notes on Principle 2 from USED



## Requires identification of

- **Reward Schools**  
highest performing and highest progress
- **Priority Schools**  
lowest achieving based on proficiency and lack of progress
- **Focus Schools**  
contributing to the achievement gap

# Annual Measurable Objectives

- The State must re-set **annual measurable objectives**  
*This means relieving schools from the requirement that all students be proficient in 2014.*
- Our suggested method:  
*“Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years.”*

## Notes:

All schools will continue to have all or nothing AYP designations  
*however*

- 1) Targets will be more achievable (think 85% proficiency by 2016-17 for subgroups currently at 70%)
- 2) AYP status **will not** trigger sanctions

A photograph of students in a classroom. A young woman with dark hair in a bun is in the foreground, looking down at a book. Other students are visible in the background, also looking at their books. A semi-transparent dark box is overlaid on the image, containing the text 'Time Lines'.

# Time Lines

- 5 Year
- 6 month

Time Line

Five Year

	Interim Accountability Model	New Accountability Model			
	2011-12	2012-13	2013-14	2014-15	2015-16
Assessments	Current (aligned to current standards)	New State (aligned to New standards) & ACT	New State (aligned to New standards) & ACT	Consortium (with continued inclusion of some state and ACT)	Consortium (with continued inclusion of some state and ACT)
Reporting	ABCs; AYP TBD	New Reporting {Delayed}			
Reward & Sanction	NCLB using AYP applied	To Be Determined; Contingent on Waiver	New Rewards & Sanctions (discussed in GCS Oct 2011)		

Future Decision:

Draft - Wed, September 28, 2011

Proposed only. Prefaced on receiving a waiver from USED for ESEA.

Do we continue the ACT or go with Grade 11 SBAC?

# Timeline to final

October	<ul style="list-style-type: none"> <li>• <b>Oct 5 - Discussion of Uses and ESEA Waivers in 2012-13 Model</b></li> </ul>	
November	<ul style="list-style-type: none"> <li>• <b>Nov 2 - Discussion of Uses and ESEA Waivers</b></li> <li>• <b>Nov 7 – Release Proposed Model for Feedback (reflecting waivers)</b></li> </ul>	<div>Public Feedback Window including</div> <ul style="list-style-type: none"> <li>• Public</li> <li>• Educators</li> <li>• RESAs</li> <li>• Title I Committee of Practitioners</li> <li>• NCAE</li> <li>• Others</li> </ul>
December	<ul style="list-style-type: none"> <li>• <b>Dec 1 - 2012-13 Model for Discussion</b></li> </ul>	
January	<ul style="list-style-type: none"> <li>• <b>Jan 4 - 2012-13 Model for Action</b></li> </ul>	
February	<ul style="list-style-type: none"> <li>• <b>Mid-Feb - ESEA Waiver Deadline #2</b></li> </ul>	

## Questions?

[newaccountabilityfeedback@dpi.nc.gov](mailto:newaccountabilityfeedback@dpi.nc.gov)